**CURRICULUM MAP Writing 11 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 11: Responding to Literature**  Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.  **Grade 9-10 Specific Standard:**  Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.  a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.  b. Identify, analyze, and use elements and techniques of various genres of literature.  c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.  d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | Students will be able to synthesize connections across multiple genres, text, and media. |
| **ESSENTIAL QUESTION(S):** | |
| * **Overarching Questions:** * What can individuals learn about their own culture by making connections to the world around them through various types of media? * How does the synthesis of multiple medias and mediums reveal the interconnectedness between subjects and people? * How is an exposure to various genres demonstrated in a variety of responses? * How does writing about diverse cultures help us to relate to our own world? * How is writing always influencing our lives and decisions? * **Topical Questions:** * **A**: How can a real life experience be used to create a work of literature? * **B**: How can the use of sensory details incorporate imagery into your work? * **C**: How can social studies topics be incorporated to create a historical fiction story? * How does making connections between the story and your personal experiences help you comprehend the selection? * How do written advertisements affect our minds? * b) How can we create texts that reveal knowledge and understanding of a wide variety of texts? * How does the urban fiction book, The Coldest Winter Ever help a writer develop an interpretation with visuals? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * The importance of writing from a different perspective * The appropriate use of elements and techniques in literature to incorporate into writing * Current events as they relate to their own culture and those of their classmates. * Significant historical events as they relate to their own culture and those of their classmates. * How to organize thoughts and information through various pre-writing activities (KWL, graphic organizers. * How to reconcile their personal thoughts, beliefs and ideas with those of society. * How to identify various genres of literature. * Writing Process * How to develop critical and informative writing based on various sources (historical, currents events, fiction etc.) * How to generate plays, poems, stories, art work, videos etc. reflecting knowledge of social and cultural topics as they relate to self and society. | **Students will be able to. . .**   * Responding to literature using different lenses * Create poetry * Create Short Stories * Create stories that have historical and cultural elements and diverse ideas. * Choose appropriate news sources and identify current events stories that relate to their cultures. * Make use of various graphic organizers and various pre-writing strategies to organize ideas and information. * Utilize the writing process to create varied forms of literary work. |
| **CONTENT:** | |
| **Novels**  Independent reading library  *House on Mango Street* by Sandra Cisneros  *Speak* by Laurie Halse Anderson  *Stuck in Neutral*  by Terry Trueman  *Living Up the Street* by Gary Soto  *Night* by Elie Wiesel  *The Pearl* by John Steinbeck  *If You Come Softly* by Jacqueline Woodson  *Monster* Walter Dean Myers  *Kaffir Boy* Mark Mathabane  *I Know Why the cage Bird Sings* Maya Angelou,  *Black Boy* Richard Wright,  *Like Sisters on the Homefront* Rita Williams Garcia  (African American)  Sharon Creech (Native American) *Walk Two Moons*  *Kite Runner, A Thousand Splendid Suns*KhaledHosseini  *Joy Luck Club, Kitchen God’s Wife* Amy Tan  *Krik?Krak!,* EdwidgeDandicat (Haiti)  *Hiroshima* John Hersey  *Shabanau* –Suzanne Fisher Staples (Pakistan)  *Annie John,* Jamaica Kincaid (Carribean)  *Parrot in the Oven* Victor Martinez (Mexico)  Proverbs (Confuscius)  *1001 Arabian Nights* (Middle Eastern)  *WeetzieBat*Francesca Lia Block*,*  *Am I Blue* by Marion Dane Bauer  *The Perks of being a Wallflower* Stephen Chobsky (Transgender/Gay/Lesbian)  **Plays**  *Brighton Beach Memoirs* by Neil Simon  Plays by August Wilson  *Raisin in the Sun* Lorraine Hansbury  Master Harold and the Boys Athol Fugard  **Short Stories**  “A Wife’s Story” by Ursula K. LeGuin  “The Scarlet Ibis” by James Hurst  “Girl” Jamaica Kincaid  **Nonfiction**  Available biographies and autobiographies  Speeches  **Film**  *Radio Flyer*  *Raisin in the Sun*  *The Power of One*  *Angela’s Ashes*  *The Sisterhood of the Travelling Pants* | |
| **VOCABULARY:** | |
| Multicultural, Ethnicity, Ethnocentric, Xenophobic, Diversity, Perspective | |
| **ASSESSMENT / EVIDENCE:**  In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| * Responding to literature using different lenses * Create poetry that shows the emotions of a particular person from a certain time period or from a character in the text. * Create Short Stories/Plays that reflects the various aspects of the text (i.e. setting, characters, or language) * Create stories that have historical and cultural elements and diverse ideas. * Producing reader response activities through the use of different technology mediums. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Students will write from a multitude of characters perspectives from within a story. For example: In *Kaffir Boy*, there can be a journal entry from the father’s perspective, from the first white person’s perspective, or from Stan Smith’s perspective.  Students will create an extra scene or alternate ending based on historical fact/time period.  Students will write an editorial/or letters from different perspectives and different cultures about the text.  Tableau: Different scenarios and the teacher can change the scenarios or dialogues in order for students to comprehend from the character’s perspectives thus making it easier to write from a perspective other than their own.  Reader Response Activities through different use of technology. For example: Students can create a *Powerpoint* presentation about the different characters in a text. Their presentation can highlight aspects of the character while integrating information about the time period and or culture. Students can also create a blog from one of the character’s perspectives. Information in blog can utilize information from the text while also developing information about the character not presented in the text.  Eulogies, Obituaries or Elegies: Students can write a eulogy, obituary or elegy for a character in the text.  Character scrapbook: See <http://teacher.scholastic.com/activities/scrapbook/> | |
| **RESOURCES:** | |
| *The English Teacher’s Companion* by Jim Burke  [www.readwritethink.org](http://www.readwritethink.org)  *Understanding By Design* Grant Wiggins  *Strategies that Work*, by Stephanie Harvey and Anne Goudvis  [www.teachingliterature.org](http://www.teachingliterature.org) ([www.teachingliterature.org/teachingliterature/nonfiction.htm](http://www.teachingliterature.org/teachingliterature/nonfiction.htm)  http://www.busyteacherscafe.com/literacy/readers\_response.html  [www.webenglishteacher.com](http://www.webenglishteacher.com) | |
| **TECHNOLOGY INTEGRATION:** | |
| [www.noodletools.com](http://www.noodletools.com), SmartBoard, LCD projector | |